

VALUE OF BUSINESS EDUCATION
AT THE SECONDARY SCHOOL LEVEL
AS PREPARATION FOR ADVANCED STUDY

A Field Report
Presented to
The School of Graduate Studies
Drake University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by
Marie R. Rankin
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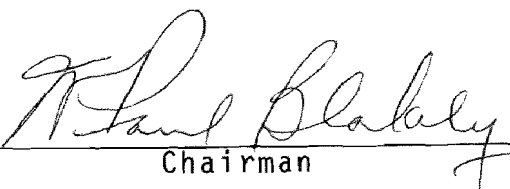
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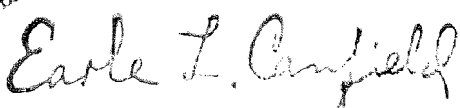
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An abstract of a Field Report by
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The problem. The purpose of this study was to determine to what extent high school graduates are permitted to enroll in intermediate or advanced business courses at post-secondary institutions, what are the factors used by post-secondary institutions in determining which students are eligible for the intermediate or advanced courses, and to what extent students are granted credit for elementary or intermediate courses which they are not required to take.

Procedure. A questionnaire was developed to gather information relative to practices currently in use at post-secondary institutions regarding advanced placement. This questionnaire was mailed to the 49 accredited post-secondary institutions in Iowa. After the initial response of 32 colleges, a follow-up was made, and an additional 13 responses were obtained, making a total return of 93 per cent. Three of the returnees indicated that they offer no business courses. Data were taken from the questionnaire, tabulated, and interpreted.

Findings. Seventy-one per cent of the 42 respondents indicated that they allow advanced placement in business courses for high school graduates. Students qualify for intermediate or advanced courses by means of a placement exam, interview regarding previous instruction, and review of student's high school records. Sixty per cent of the respondents permitting advanced placement grant credit for courses that are by-passed.

Conclusions and Recommendations. It is concluded that the post-secondary institutions are providing for advanced placement, although students are not availing themselves of the opportunity. It is recommended that the business educators from secondary and post-secondary levels should develop a sequence of instruction, providing college-prep courses that are uniform in intensity of subject matter with emphasis on conceptual problem solving. A future study to determine why students are not availing themselves of the opportunities for advanced placement is suggested.

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CHAPTER I

INTRODUCTION

In terms of curriculum, the time has long since passed when each level of education could consider itself independent of those preceding or following it. Students who have had work in junior high school should not be required to "start over" or repeat such work in high school. Similarly, it is indefensible for students to be required to repeat work undertaken in high school when and if they enroll in a post-secondary institution. It is educationally, economically, psychologically, and socially unwarranted for students to be required to repeat courses.

Listed as one of the major purposes or objectives of junior and senior high school business education is to prepare students for more effective study in the field of business beyond the secondary level. In reviewing various follow-up studies of high school business students,¹ it was found that approximately 40 to 50 per cent of the students took further training. Therefore, it is important to focus attention on the articulation of curricula between secondary and post-secondary levels in business courses, especially on the value of students enrolling in business training offerings

¹Kenneth M. Smith, An Appraisal of High School Vocational Programs as Perceived by Selected 1967 High School Graduates in the Area V and XI Vocational Districts in Iowa. M.A. Thesis, Drake University, 1969, P. 38.

at the high-school level as preparation for advanced study at a post-secondary institution. This information may provide desired direction of curricular revisions at the secondary level and also provide data to aid counselors in recommendations regarding courses in which to enroll considering the student's plans for future higher education.

As many high school students are acquiring sufficient credits for graduation prior to the last semester of their twelfth grade, it is expected that a variety of interesting and challenging business courses can be offered to fulfill their needs and encourage them to remain in school. However, this effort would be wasted if the student is required to repeat, at the post-secondary level, courses undertaken at the high school level.

The Carnegie Commission on Higher Education in a recent report¹ urged increased co-ordination between secondary schools and colleges to cut the time required for a high school and college education without sacrificing quality. Among its recommendations was the maintenance of the K-12 sequence but a strengthening of the curriculum so that a quality college would consider high school to be the equivalent of its freshman and sophomore general education program. Along the same line the commission also suggested

¹Carnegie Commission on Higher Education, "Continuity and Discontinuity: Higher Education and the Schools" (New York: McGraw-Hill Book Company, 1973), pp. 5-6.

that colleges and universities develop specially designed three-academic-year degree programs.

I. THE PROBLEM

Statement of the problem. The purpose of this study was to examine the value of high school business offerings for an entering student's placement and credit in business courses at the post-secondary level.

Importance of the study. With the trend for business education students to take advanced training and for many high school students to acquire sufficient credits for early graduation, it is felt that emphasis should be placed upon the articulation of curriculum between the secondary and post-secondary schools. The earlier maturity of adolescents also allows for the possible introduction of intermediate or advanced business courses at the high school level.

II. STATEMENT OF THE PROCEDURE

A questionnaire, to be described in Chapter III with a copy included in the Appendix, was developed to survey post-secondary institutions offering business training relative to their practices in placement and credit for entering high school graduates. In Iowa the area vocational schools and business administration departments of colleges or universities accredited by the North Central Association of Colleges and Secondary Schools or by the Association of Independent Colleges and Schools were mailed a questionnaire.

Attached to each questionnaire was a letter explaining the purpose of the survey with a self-addressed stamped envelope. The area vocational schools were mailed sufficient copies of the questionnaire to be distributed to their accounting, data processing, marketing, and office occupations department, as each sub-department had its own individual policy.

Validation of the survey instrument was achieved by means of pretesting a preliminary form. It was administered to a member of the faculty of the Office Occupations Department of the Des Moines Area Vocational School, the American Institute of Business, and the Business Administration Department at Drake University. Their suggestions were acknowledged and adopted wherever considered practical.

The names and addresses were obtained by a review of the accrediting organizations' list of approved institutions. On March 22, 1974, the questionnaire was mailed to each accredited institution. Of the 49 post-secondary institutions polled, 32 had responded by April 12, 1974. At this time a follow-up letter was mailed to all who had not responded previously. From the follow-up an additional 13 responses were obtained, making a total return of 45, or 93 per cent.

III. DEFINITION OF TERMS USED

For the purpose of this study the following terms were used as indicated.

Elementary courses was used when referring to the first or second level course in a sequence for accounting, shorthand, and typing.

Intermediate courses included the third or fourth level course in a sequence in these subject areas.

Advanced courses refers to all courses beyond the fourth level course in a sequence of accounting, shorthand, and typing, as well as courses in business law, finance, marketing, and business management.

CHAPTER II

REVIEW OF THE LITERATURE

Few subjects have received more attention during the past few years than the goals, programs, and directions of secondary education. Among the areas being examined is business education. Its direction and importance as preparation for advanced study have been the subject of much controversy. A brief history of the development of business education at the secondary level as well as the arguments of the critics and advocates for college-prep-business courses at the high school level and an evaluation of the problems and means of instituting change for business education will be given here.

I. HISTORICAL BACKGROUND

Bookkeeping was the first of the business education courses to be offered in the school curriculum. The main purpose of colonial bookkeeping was to enhance barter. With the establishment of the Grammar School of the City of New York, formal instruction in bookkeeping was included as one of the subjects offered. When Benjamin Franklin founded the famous Franklin Academies, bookkeeping was one of the required subjects for everyone. The Massachusetts Law of 1827 which required the establishment of high schools specified bookkeeping as one of the subjects to be taught. In other early New England secondary schools, the subject

"Casting Accounts" was one of the basic subjects of the curriculum.¹

Business education, however, began most frequently in trade schools. In 1880 a training course in office work was announced by a private trade school in New York. The girls were not only to be taught shorthand but also how to operate a new machine known as the "typewriter." Similar training schools in several other cities were also opened before the end of the century. They were usually designed with narrow restrictions, but together with continuation evening schools they were the direct predecessors of the vocational high schools of today.²

The industrial revolution, by increasing the number of positions in management and office work, had a great influence upon the rising high school movement. However, teachers in business education were careful in securing support for their cause. Free business education could easily be made to appear as an offer of a special privilege to a few.

Business education prospered during the "Roaring Twenties" with the expansion of business, the wider use of the typewriter, the liberation of women, and migration to the cities. During the social and economic collapse of the 1930's business education also responded to change.

¹A. C. Littleton and B. S. Yamey, Studies in the History of Accounting (Homewood, Illinois: Richard D. Irwin, Inc., 1956), pp. 69-71.

²Ibid., pp. 241-2.

Vocational business education with its shorthand, type-writing, and bookkeeping enabled good students to obtain whatever jobs could be found amidst massive and continual unemployment. In addition, general business with its emphasis on frugality, wise buying, financial planning, and other facets of consumer economics helped many families eke out a decent living on a persistently low income. Thus, business education had much to offer in the "Depressed Thirties," and it benefited by adapting to the economic and social changes and needs of that decade.¹

During the war years of the 1940's, the continuing heavy demand for vocational workers resulted in both the acceleration and the expansion of business courses. Business students quickly found employment in the civilian labor force and in the armed services. With this strong vocational emphasis on performance and production, there was understandably little time for critical examination or philosophical meditation about long-range principles or purposes of business education. However, an examination of the objectives of business education prepared in 1950 revealed the goal of preparation for advanced study. The advent of the Russian Sputnik in October, 1957 caused a widespread demand for more rigorous education and higher standards in American schools. As the "level of expectancy" was raised for

¹Frank W. Lanham and Ray W. Arensman (eds.), Business Education Meets the Challenges of Change (Washington: National Business Education Association, 1966), pp. 303-4.

students in the academic disciplines, many business teachers also decided to raise their standards and demand better performance of business students.

As more academically talented and financially affluent students were counseled into academic curricula, the basic business classes and the vocational business classes hosted more students with weak academic ability. By 1960 these conditions were widely lamented and discussed by many business teachers. The resulting dismay and confusion among business educators led to an intensive search for a new rationale and a new statement of objectives, purposes, and philosophy for both vocational and basic business education.

Within the last decade a re-examination of old traditions and old criteria has offered suggestions for a new philosophical orientation for business education. Curricular adjustments resulted in more basic business information and socio-economic concepts being presented in the junior high schools. Business education in the high school usually concentrated on general, basic, or nonvocational courses with emphasis both on societal and on consumer economics.

II. DIFFERING VIEWS AS PREPARATION FOR ADVANCED STUDY

Opposition. In some post-secondary institutions students may be enrolled in an intermediate or advanced level business course either automatically because of having had previous instruction or through administration of placement tests with an attempt to place students where they will be

able to do satisfactory work. Ruth I. Anderson argues that both procedures have serious limitations, as one of two things usually happens:

Those students who have not been required to meet acceptable standards in the courses at the secondary level are soon in difficulty. They cannot meet the requirements of the courses at the post-secondary level in which they enrolled, because they have never mastered the elementary courses. But, because they have received credit for these elementary courses, they are not eligible to repeat them at the post-secondary level. Some students who recognize the deficiencies of the prior training will repeat the courses for no credit; but in this case they have largely wasted the time devoted to these subjects in high school. Or in some post-secondary institutions where the students are required to take intermediate courses, the standards of these courses are lowered because of the number of students who would fail otherwise. Frequently, the teachers complain that it is impossible to do a good job of teaching such a class because of the wide spread of abilities. Neither of these two procedures seems to be justifiable.

On the other hand, post-secondary institutions who give placement tests also encounter problems. In many instances, in order to hold their accreditation, schools must insist that students who cannot meet the requirements for admission to the intermediate courses repeat the beginning courses without credit. In those schools where students are given credit when they are placed in beginning courses, they soon learn that the work will be much easier, and that they will receive better grades if they repeat the introductory courses. Therefore, on the placement tests they will perform poorly so that they will be placed in these beginning courses. They reason that later they may need grade points.¹

Ms. Anderson also feels that while a high degree of specialization in business may be necessary for the terminal

¹Ruth I. Anderson, "Outcomes in Building a Foundation for Advanced Study in Secretarial Subjects," New Perspectives in Education for Business (Washington: National Business Education Association, 1963), pp. 245-6.

student, it is neither necessary nor desirable for the person who is planning to major in secretarial science. She feels that the usual college prep program in most secondary schools has a number of serious weaknesses. First, if a student is never given an opportunity to enroll in a business course, he may never develop any interest in this area. Second, students pursuing a strictly academic curriculum are unable to determine how much aptitude they may have in the business area. Third, the best prospective business education students in college are persons who took elementary business courses in high school. Lastly, the present trend to eliminate elementary skills courses in the high school program creates a problem for the person who needs to defray at least part of his college expenses through part-time work.¹

The best type of training at the secondary school level for management is a very broad general education, according to F. Kendrick Bangs. He feels a special emphasis on the appreciation of the American economy and the American heritage can best be presented through the liberal arts courses. However, he does advocate that a person planning to go into management acquire a business skill and develop it to a marketable use to act as an entering wedge into business and to make him useful to the business organization until he is

¹Ibid., pp. 241-2.

ready to assume the management role.¹

A study was conducted in the spring of 1962 by Don W. Arnold of students enrolled in senior-level courses required of students majoring in finance at Northern Illinois University as to their beliefs of high school experiences that were important as a foundation for advanced finance courses. Most of them believed that a foundation of mathematics was most essential. They did feel that courses in business and economics were also important, with bookkeeping or accounting named most commonly as the business course.²

Hobart W. Adams surveyed 73 college instructors to determine their opinion in regard to the relationships between high school bookkeeping programs and collegiate accounting education. He found that 77 per cent of those surveyed were either indifferent or preferred that students not have any bookkeeping prior to college. Overemphasis on mechanics and lack of emphasis on underlying principles and concepts were listed as greatest weaknesses of secondary level bookkeeping courses. Less than 30 per cent favored offering college level accounting courses to high school students. They offered students' lack of maturity, lack of qualified and interested teachers, rigors of the accounting

¹Dr. Kendrick F. Bangs, "Business Education as Pre-vocational Preparation," Business Education Meets the Challenges of Change (Washington: National Business Education Association, 1966), pp. 272-3.

²R. Ebel (ed.), Encyclopedia of Educational Research, 4th Ed. (Toronto: Macmillian, 1956), pp. 281-2.

course, and better utilization of time on courses of more value to students as reasons for not offering advanced accounting courses at the secondary level.¹

Supporting. Recent national legislation has given impetus to the establishment of area vocational schools. As a result, it is felt that community colleges and area vocational schools will do more of the office occupational skill development, while prevocational education will be a major task of the senior high schools. High school prevocational education will need to be designed to develop an understanding of what business is, the history of American business, and how it operates in our economy.²

Dr. S. J. Wanous advocates that high schools should provide a variety of programs in business education to assist college-bound students who need initial preparation on the high school level for a career in business or who may need to obtain part-time employment in order to stay in college.³

Forkner, Swanson, and Thompson feel so strongly about providing advanced bookkeeping courses at the secondary

¹Hobart W. Adams, "High School Bookkeeping--Some Collegiate Points of View," Journal of Business Education, XLVI (February 1971), 195-6.

²Bangs, op. cit., P. 270.

³Dr. S. J. Wanous, "Preparation and Retraining of Business Teachers for Changes," Business Education Meets the Challenges of Change (Washington: National Business Education Association, 1966), P. 226.

school level that they recommend that the bookkeeping teachers in every state should work out an arrangement with higher educational institutions whereby second-year bookkeeping students are permitted to take placement examinations in accounting at the college or university. They feel that these advanced placement plans could be put into operation on a state-wide basis as now is being done in science, mathematics, and foreign languages.¹

Arthur E. Carlson feels that as is the case with most disciplines, a workable rule of thumb for equating high school course work to college course work is one year of high school to one semester of college. He warns that it should be borne in mind that this relationship refers only to intensity of subject matter coverage and has nothing to do with the choice of subject matter.²

Douglas, Blanford, and Anderson acknowledge that traditionally business subjects have not been included in recommended college-preparatory courses. They state that research evidence strongly indicates that this discrimination is unwarranted. Relatively large enrollments of college students in the field of business, commerce, and

¹Hamden L. Forkner, Robert N. Swanson, and Robert J. Thompson, The Teaching of Bookkeeping, Monograph 101 (Chicago: South-Western Publishing Co., 1960), P. 3.

²Arthur E. Carlson, "Outcomes in Building a Foundation for Advanced Study in Bookkeeping and Accounting," Business Education Meets the Challenges of Change (Washington: National Business Education Association, 1963), P. 230.

business education indicate a distinct need for having many high school students include business subjects as a part of their college-preparatory work. Currently, most colleges or universities will permit a reasonable number of business subjects to be included as acceptable college-preparatory work completed in high school.¹

III. PROBLEMS AND MEANS OF INSTITUTING CHANGE

It appears that the disagreement over the importance of secondary-level business courses as a foundation for advanced study is due somewhat to the following problems: (1) the diversity of areas within business (such as secretarial science, finance, marketing, economics, accounting, and business management); (2) the differing qualifications and competency of high school teachers in each area; (3) the differing emphasis in secondary courses--ranging from routine recitation to conceptual problem solving; and (4) the range of post-secondary institutions offering business courses.

Misconceptions generally held by university educators also accounts for some of the disagreement. Long found that university educators believed that (1) business administration on the college level was completely separate from the world and function of business education in the high school;

¹Lloyd V. Douglas, James T. Blanford, and Ruth I. Anderson, Teaching Business Subjects, 2nd Ed. (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1965), pp. 31-2.

(2) business education in high school is strictly vocational and terminal training; (3) specific courses taken in high school are all-important in determining eligibility for college entrance and predictability of success in college; (4) more liberal arts courses in high school was the answer to attracting better students to business administration in college rather than improved instruction in business offerings or continuity of business programs between high school and colleges; and (5) there are advantages in building and maintaining a sequence of instruction from the lower grades through high school in the areas of science, mathematics, and English, but these college educators saw little possibility of carrying over such a practice into the area of business. Long concluded that the "development of an effective working relationship between secondary and higher education in the area of business is long overdue. There needs to be communications, a correlation of programs, and working together for common goals."¹

One means of communication between the two levels of business education is through professional organizations. Such organizations contribute to meeting changes in four major ways: (1) programs conducted at professional meetings direct much attention toward change and its implications; (2) literature sponsored by professional organizations

¹Loren E. Long, "Some Changes are Needed!," The Balance Sheet, XLIII (April 1962), 343-6, 374.

abound with articles about one change or another, and what the change will require if business education is to adjust to it; (3) officers and committee members of professional organizations consider it their responsibilities to keep abreast of change taking place and to disseminate information about change when it affects business education; and (4) professional organizations through their research divisions often study change to determine its effects on curriculum content, equipment, supplies, and method.

CHAPTER III

PRESENTATION OF DATA

It was the purpose of this study to determine (1) to what extent high school graduates are permitted to enroll in intermediate or advanced business courses at post-secondary institutions in Iowa; (2) what factors are used by post-secondary business training institutions in determining which students are eligible for the intermediate or advanced courses; and (3) to what extent students are granted credit for elementary or intermediate courses which they are not required to take.

As explained in Chapter One, a questionnaire was mailed to the 49 post-secondary institutions in Iowa. Of the 45 questionnaires that were returned, three institutions indicated that they offer no business courses. A list of the respondents included in this survey is in the Appendix. Table I gives the number of respondents by type of institution. This breakdown of type will be used in the further analysis of the responses to the questionnaire.

I. ADVANCED PLACEMENT

Following the instruction to answer questions as they related to the high school graduate but not as transfer students from another post-secondary institution, the respondents were asked to indicate if students were "permitted to enroll in business courses beyond the elementary

TABLE I
NUMBER OF VARIOUS TYPES OF POST-SECONDARY INSTITUTIONS
IN IOWA RESPONDING TO AND INCLUDED IN THE SURVEY

TYPE	NUMBER
Area Vocational School or Community College	12
Private Business College	5
Private Two-Year General College	5
Private Four-Year (Plus) College or University	17
Public Four-Year (Plus) College or University	<u>3</u>
Total Respondents	<u>42</u>

level of that business course." As will be noted in Table II, all private business colleges, most area community colleges, and a majority of the private four-year colleges allowed advanced placement. At the area community colleges, however, it was indicated that accounting courses in most cases were an exception to permitting advanced placement. Over-all, seventy-one per cent of the respondents indicated that they do have some means of placing students in business courses depending upon their competency.

Some of the reasons for not allowing advanced placement were that the students were not prepared to handle the advanced course materials, need was so rare for advanced placement that there was no set program but studied each case individually, and no advanced level courses in business are available. One two-year institution indicated

TABLE II
PRACTICES OF POST-SECONDARY INSTITUTIONS IN IOWA
REGARDING ADVANCED PLACEMENT OF HIGH SCHOOL GRADUATES

TYPE OF INSTITUTION	ALLOW ADVANCED PLACEMENT		DO NOT ALLOW ADVANCED PLACEMENT	
	%	NO.	%	NO.
Area vocational school or community college	92 ^a	11	8	1
Private business college	100	5	--	--
Private two-year general college	40	2	60	3
Private four-year (plus) college or university	65 ^b	11	35	6
Public four-year (plus) college or university	33	1	67	2
Total respondents	71	30	29	12

^aGenerally allowed in all areas, except accounting in most schools.

^bOne institution does not allow advanced placement in economics and accounting, but does allow it in other business courses.

that they encountered difficulty for students planning to transfer to a four-year institution as the transferring institution required one year of accounting and this was not possible if the student had been permitted to start at the second level.

Of those that did permit advanced placement, the actual percentage range of students who did avail themselves of this opportunity is given in Table III. An analysis by type of institution shows that although the students are generally not using the advanced placement in most institutions, they are more inclined to do so at the area

community colleges and the business colleges. It also is interesting to note that they are more inclined to qualify for advanced placement in typing and shorthand than in accounting.

TABLE III
PERCENTAGE RANGES OF STUDENTS
RECEIVING ADVANCED PLACEMENT

Percentage ranges: 0-10 11-25 26-50 51-75 76-100					
<u>By type of institution:</u>					
Area community college	3	3	5	0	0
Business college	1	1	3	0	0
Private 2-yr. college	2	0	0	0	0
Private 4-yr. college	9	0	1	0	1
Public 4-yr. college	1	0	0	0	0
Total respondents	16	4	9	0	1
<u>By course:</u>					
Typing	14	6	2	3	5
Shorthand	15	5	5	2	3
Accounting	28	2	0	0	0

II. FACTORS USED IN DETERMINING ELIGIBILITY FOR ADVANCED PLACEMENT

If the student feels he is qualified for advanced placement, how does he accomplish this? There are three common methods--by the administration of a specialized placement exam (including College Level Exam Program), by interviewing the student with regard to his previous instruction, and by reviewing the student's high school records for previous instruction. Some schools also use a combination of these methods. Table IV shows the method

employed by each type of institution. The most prevalent method is the use of the combination of methods, and specifically the use of a combination of all three methods.

TABLE IV
METHOD OF DETERMINING WHICH STUDENTS
ARE ELIGIBLE FOR ADVANCED PLACEMENT

Type of institution	Use of placement exam		Interview with student		Review of school records		Combination of any three preceding methods	
	%	No.	%	No.	%	No.	%	No.
Area community college	36	4	0	0	0	0	64	7
Private business college	20	1	20	1	20	1	40	2
Private 2-yrs. general college	0	0	0	0	0	0	100	2
Private 4-yr. college	36	4	0	0	9	1	55	6
Public 4-yr. college	0	0	0	0	0	0	100	1
Total respondents	30	9	3	1	7	2	60	18

III. GRANTING CREDIT WITH ADVANCED PLACEMENT

The next three questions dealt with factors regarding the granting of credit in instances where advanced placement was allowed. Table V presents the practices of the post-secondary institutions in giving credit for courses that were by-passed in determining the students' eligibility for certification or graduation. Of the total respondents it will be noted that sixty per cent do allow credit. Only

in the case of the area community colleges is there less than the majority that do grant credit.

TABLE V
PRACTICES OF POST-SECONDARY INSTITUTIONS IN IOWA
REGARDING GRANTING CREDIT WHERE ADVANCED PLACEMENT IS ALLOWED

TYPE OF INSTITUTION	CREDIT IS ALLOWED		CREDIT IS NOT ALLOWED	
	%	No.	%	No.
Area vocational school or community college	45 ^a	5	55 ^b	6
Private business college	60	3	40	2
Private two-year general college	50	1	50	1
Private four-year (plus) college or university	73	8	27	3
Public four-year (plus) college or university	100	1	0	0
Total respondents	60	18	40	12

^aOne institution indicated that credit was granted only when the CLEP is the instrument administered in determining eligibility.

^bOne institution indicated that they were planning to change their policy beginning with the '74-'75 school year.

Of the 18 institutions who do permit credit it was found that the largest percentage of the institutions (67 per cent) grant credit on a pass-fail basis as opposed to an assigned grade (see Table VI). Again the area community colleges are the exception, as the most prevalent credit granted by them is an assigned grade.

The next question dealt with whether the determination of an assigned grade or pass-fail basis for receiving credit was the choice of the student or was it the school policy.

TABLE VI
METHOD OF GRANTING CREDIT BY INSTITUTIONS
THAT PERMIT CREDIT

TYPE OF INSTITUTION	ASSIGNED GRADE		PASS-FAIL BASIS		EITHER	
	%	No.	%	No.	%	No.
Area vocational school or community college	80	4	20	1	0	0
Private business college	0	0	67	2	33	1
Private two-year general college	0	0	100	1	0	0
Private four-year (plus) college or university	0	0	88	7	12	1
Public four-year (plus) college or university	0	0	100	1	0	0
Total respondents	22	4	67	12	11	2

In only one case, that of a private four-year college, was the choice left to the student. In all other instances the school determined the policy.

IV. OTHER FACTORS RELATING TO ADVANCED PLACEMENT

The possibilities (such as accepts test grade on records, given an alternate test, or takes the course) available to students who fail in their goal to accomplish advanced placement was explored, and in all institutions the students were required to take the course. One institution stated that the student's failure to pass the "challenge test" was not recorded on his permanent record.

Respondents were queried regarding the existence of limitations on the number of courses in a series that

students are allowed to by-pass. Sixty per cent of the institutions do not place limits on by-passed courses (Table VII). This trend was followed by all types of institutions except the private four-year colleges.

TABLE VII

PRACTICES OF POST-SECONDARY INSTITUTIONS IN IOWA
REGARDING LIMITATIONS OF NUMBER OF COURSES IN A SERIES
WHICH MAY BE BY-PASSED

TYPE OF INSTITUTION	WITH LIMIT		WITHOUT LIMIT	
	%	No.	%	No.
Area vocational school or community college	36 ^a	4	64	7
Private business college	40	2	60	3
Private two-year general college	0	0	100	2
Private four-year (plus) college or university	55	6	45	5
Public four-year (plus) college or university	0	0	100	1
Total respondents	40	12	60	18

^aOne institution has no limitation in its data processing and accounting department, but there are limitations in other business departments.

Of the 12 institutions that impose limitations, it was found that, rather than having limits of a certain number of courses in a series, the limit more commonly depended on a percentage of the student's major field, percentage of his total program, or so many courses per term. These facts are presented in Table VIII.

If the student encounters difficulty in an advanced course, do the institutions allow him to drop back and take

TABLE VIII
LIMITATIONS THAT APPLY TO ADVANCED PLACEMENT

TYPE OF INSTITUTION	1 COURSE IN SERIES		2 COURSES IN SERIES		OTHER	
	%	No.	%	No.	%	No.
Area vocational school or community college	25	1	0	0	75 ^a	3
Private business college	0	0	50	1	50 ^b	1
Private two-year general college	0	0	0	0	100	1
Private four-year (plus) college or university	20	1	60	3	20 ^c	1
Public four-year (plus) college or university	0	0	0	0	0	0
Total respondents	17	2	33	4	50	6

^aLimitation depended on student's major, so many courses per term, or per cent of total program.

^bLimit of five courses in total program.

^cLimit of 50% of major.

the preceding course? This information is presented in Table IX, and it will be noted that in most cases this is allowed.

TABLE IX

PRACTICES OF POST-SECONDARY INSTITUTIONS IN IOWA
REGARDING ALLOWING STUDENTS WHO ENCOUNTER DIFFICULTY
IN A MORE ADVANCED COURSE TO DROP BACK AND
TO TAKE PRECEDING COURSE

TYPE OF INSTITUTION	PERMITTED		NOT PERMITTED	
	%	No.	%	No.
Area vocational school or community college	100 ^a	11	0	0
Private business college	100	5	0	0
Private two-year general college	100	2	0	0
Private four-year (plus) college or university	80 ^b	8	20	2
Public four-year (plus) college or university	100	1	0	0
Total respondents	93	27	17	2

^aOne department cannot allow this as the course would not be offered that term.

^bOne institution does not allow the student credit for the course in this situation.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

The study was directed toward investigating the value of business administration courses at the secondary school level as preparation for advanced study.

The first step in this study was to examine recent literature concerning views of others regarding the importance of secondary business level courses as a foundation for advanced study. As presented in Chapter II, disagreement on this subject was revealed.

The next step in this study was to develop a questionnaire to gather information relative to practices regarding advanced placement currently in use at post-secondary institutions. A total of 49 questionnaires were mailed to accredited institutions located in Iowa. A total of 45 questionnaires were returned to the investigator. Three of these institutions indicated that they offer no business courses.

II. CONCLUSIONS

In regard to the first purpose of this study--to what extent are high school graduates permitted to enroll in intermediate or advanced business courses at post-secondary institutions in Iowa--an analysis of the questionnaires

revealed that 30 institutions of the 42 respondents do allow advanced placement. It appears that the high school graduate would be more likely to receive this advanced placement at the area community colleges, private business colleges, and private four-year (plus) colleges than at the private two-year colleges or public four-year (plus) colleges.

To satisfy the second purpose of this study, to determine the factors used by post-secondary institutions in determining which students are eligible for the intermediate or advanced business courses, it was found that the most prevalent method was the use of a combination of three factors--administering a specialized placement examination, interviewing the student with regard to his previous instruction, and reviewing the student's high school records for previous instruction.

Concerning the third purpose of this study, to determine to what extent students are granted credit for elementary or intermediate courses which they are not required to take, the analysis revealed that of the 30 respondents allowing advanced placement, 18 of these institutions do permit credit. The high school graduate has greater opportunity of receiving credit at private business colleges, and private or public four-year (plus) colleges than at public area community colleges or private two-year general colleges. The writer feels that this trend is wholesome, as it was suspected that the economic factor would suggest public institutions would be more inclined to allow credit than the

private sector.

III. RECOMMENDATIONS

In view of the fact that over 70 per cent of the colleges or universities do provide for advanced placement, plus the fact that the 0 to 10 per cent range of students receiving advanced placement is most prevalent, it appears that the high school teacher faces an important challenge to aid the student to be better prepared for his higher education. It is apparent that this is more true in the area of accounting than in the area of typing and shorthand.

It is recommended that there should be a meeting of business educators from secondary and post-secondary levels to build and maintain a sequence of instruction for the business students. This could be arranged by some existing professional organization, such as the Iowa Business Education Association.

It is further recommended that the courses offered for college-bound students should be more uniform with common standards throughout the state or region--uniformity in intensity of subject matter, not range of subject matter, with emphasis on conceptual problem solving.

The researcher suggests a further study to poll the students regarding reasons why they did not avail themselves of the opportunity for advanced placement. Such a study could help to pinpoint if the problem area lies with a

feeling of inadequate background for the student or if the problem area lies with the course offerings of the secondary school.

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APPENDICES

APPENDIX A

POST-SECONDARY SCHOOLS THAT PARTICIPATED IN THE STUDY

American Institute of Business
American Institute of Commerce
Buena Vista College
Central College
Clarke College
Des Moines Area Community College
Dordt College
Drake University
Eastern Iowa Community College District
Graceland College
Grand View College
Hamilton College
Hawkeye Institute of Technology
Indian Hills Community College
Iowa Central Community College
Iowa Lakes Community College
Iowa State University
Iowa Valley Community College District
Iowa Wesleyan College
Iowa Western Community College
Loras College
Luther College
Marycrest College
Morningside College

Mount Mercy College

Mount St. Clare College

North Iowa Area Community College

Northeast Iowa Area Vocational-Technical School

Northwestern College

Ottumwa Heights College

Sawyer Secretarial School

Southwestern Community College

Spencer School of Business

University of Dubuque

University of Iowa

University of Northern Iowa

Upper Iowa College

Waldorf College

Wartburg College

Western Iowa Tech

Westmar College

William Penn College

APPENDIX B

COVER LETTER FOR QUESTIONNAIRE

March 22, 1974

As a graduate project at Drake University, I am examining the advisability of offering more challenging and advanced business courses at the high school level. One aspect of such a study is the articulation of curricula between secondary and post-secondary levels in business courses.

The enclosed questionnaire is aimed at examining the value of high school business offerings for an entering student's placement and credit in business courses at the post-secondary level. I am surveying all post-secondary institutions in Iowa that offer business courses. In order to obtain accurate information, I need every questionnaire returned. Please make yours among the first.

Will you also please send me a brochure listing all of the business courses you are presently offering? A current catalog or other listing of business offerings will be sufficient.

If you desire a copy of the results of this survey, please indicate on the questionnaire.

Thank you for your cooperation.

Very truly yours,

(Mrs.) Marie R. Rankin

APPENDIX C

QUESTIONNAIRE ON ARTICULATION OF BUSINESS CURRICULA

This questionnaire is intended to evaluate the objective of business education to prepare students for effective study in the field of business beyond the secondary level. It is especially concerned with the articulation of curricula between secondary and post-secondary institutions. Please answer all questions as they relate to the high school graduate (not as transfer students from post-secondary institutions).

Please check the type of your institution:

- _____ Area vocational school
- _____ Private College (under four years) - General
- _____ Private College (under four years) - Business
- _____ Private Four-Year (Plus) College or University
- _____ Public Four-Year (Plus) College or University

1. Are students, if qualified by high school courses, permitted to enroll in business courses beyond the elementary level of the business course? (For example, are high school graduates permitted to enroll in a level II or III courses or are they required to complete first your level I course, such as Accounting I, II, and III, or Typing I, II, and III?)

- _____ Yes
- _____ No
- _____ Sometimes in _____ for the
(Name of course)
following reason: _____

NOTE: If your answer to the preceding question was "no," please omit answering the following questions and return the questionnaire. If your answer was "yes" or "sometimes," please complete the following questions.

2. In determining which students are eligible for the advanced courses, indicate the method you use in making your determination. If you use more than one method, please rank according to frequency of use. Rank 1 is the method most frequently used, etc.

- _____ Administration of a specialized placement exam
- _____ Interview with student regarding previous instruction
- _____ Review of school records for previous instruction
- _____ Other, such as _____
- _____

3. In courses where advanced placement or challenge testing is permitted, are students given credit for courses that were by-passed in determining their eligibility for certification or graduation?

- _____ Yes
- _____ No
- _____ Sometimes: Under what conditions? _____
- _____

NOTE: If your answer to the previous question is "no," please omit questions 4, 5, and 6 by preceding now to question 7. If your answer to the previous question was "yes" or "sometimes," please complete all of the following questions.

4. If credit is given in determining eligibility for certification or graduation for courses that were by-passed, is there a grade assigned to the by-passed course or is it taken on a pass-fail basis?

- _____ Assigned grade
- _____ Pass-fail basis
- _____ Either

5. Is the student given the choice of an assigned grade or pass-fail basis for receiving credit or is it a school policy that determines how credit is granted?

_____ Student choice

_____ School policy

6. If the student "challenge tests" course but fails the test, what happens then? If you use more than one method, please rank according to frequency of use. Rank 1 is the method most frequently used, etc.

_____ Accepts test grade on records

_____ Given an alternate test later

_____ Takes the course

_____ Other, such as _____

7. (a) Is there a limitation to the number of courses in a series that students are allowed to by-pass?

_____ Yes

_____ No

(b) If "yes," what is the limitation?

_____ One course

_____ Two courses

_____ Three courses

_____ Other limitation, such as _____

8. If a student has been permitted to enroll in a more advanced course, but encounters difficulty, is he then allowed to drop back and take the preceding course?

_____ Yes

_____ No

_____ Sometimes: Under what conditions? _____

9. During the past school term, what percentage of beginning students do you think enrolled in courses beyond the elementary level in:

Please list your courses where advanced placement is allowed:	Percentage				
	0-10	11-25	26-50	51-75	76-100

Submitted by _____

College _____

Please send a summary of the results of this study:

_____ No, thank you

_____ Yes, mail to _____

Please return to Mrs. Marie R. Rankin
R. R. #2
Earlham, Iowa 50072

APPENDIX D

FOLLOW-UP LETTER

April 12, 1974

Three weeks ago I sent a questionnaire to each of the 49 post-secondary institutions in Iowa. I am happy to report that I have had 32 of the questionnaires returned at this time. This leaves but 17 unanswered. Will you please take a few moments from your busy schedule and fill out the enclosed questionnaire?

I realize that you are a very busy person, and with this thought in mind I hesitate before asking you to give me some of your time. However, in order for the study to be more reliable, I need every questionnaire returned.

Thank you for your consideration.

Sincerely yours,

(Mrs.) Marie R. Rankin